

**IDAHO FAMILY AND CONSUMER SCIENCES EDUCATION**



**Idaho Division of  
Professional-Technical  
Education**

# **FOOD PRODUCTION, MANAGEMENT AND SERVICES**

## **Technical Report**

**Technical Committee Report  
and Curriculum Guide**

**Grades 11 - 12**

**ISEE Code 160523**

**June 2012**

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## **INTRODUCTION**

The Food Production, Management and Services curriculum framework was developed by a team comprised of Idaho Professional-Technical Education staff, and University of Idaho and College of Southern Idaho personnel. The curriculum team developed the Food Production, Management and Services framework from the National Standards for Family and Consumer Sciences Education, the previous Idaho State recommended texts, other states' curricula, and a review of literature pertaining to curriculum content. A committee of selected Idaho teachers participated in the review process.

The competency-based curriculum framework format provides the means for monitoring student progress and generating student profiles. The student profile is a cumulative record of student progress and provides documentation of competence for articulation purposes.

The Food Production, Management and Services statewide curriculum framework is intended to be the fundamental guide to schools for program content. Schools offering Family and Consumer Sciences education should use an advisory committee to consider local and community needs.

## ACKNOWLEDGEMENTS

The following people gave their time and professional expertise in the development of this curriculum framework. The Idaho Division of Professional-Technical Education appreciates the outstanding work of the committee members and their employers who supported their participation.

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# FOOD PRODUCTION, MANAGEMENT, AND SERVICES

## COURSE DESCRIPTION

Food Production, Management and Services (FPM&S) is the second level of FPMS&S program of study and it serves as a high school Professional-Technical Education (PTE) capstone course. The PTE capstone course provides students with a foundation in professional food preparation with practical application in career opportunities, reinforced basic skills, food safety and sanitation, use of commercial equipment, industrial food preparation, business management, service techniques and employability skills. Family, Career and Community Leaders of America, FCCLA, leadership activities are an integral part of this course. Food Production, Management and Services may articulate to a culinary arts program at a postsecondary technical college.

## IMPORTANT INFORMATION

### Delivery of the Food Production, Management and Services Curriculum

Full-class participation is emphasized with teamwork as well as individual projects and/or study. The teacher is the facilitator and the manager of the classroom environment. The focus is on applied and problem-based instruction that is designed to enable and inspire students to develop career skills in Food Production, Management and Services industry.

### Teacher Qualifications

The teacher of this course must be certified with an endorsement in Family and Consumer Sciences education. It is highly recommended that teachers have recent industry experience or an internship experience to gain knowledge about career opportunities in family and consumer sciences occupations.

### Length and Level of the Course

This course is designed as a two- semester/trimester experience, preferably at the 11<sup>th</sup> or 12<sup>th</sup> grade level with one semester/trimester co-op experience. Prerequisite: Nutrition and Foods or Food Science and Nutrition.

### Recommended Resources:

**Introduction to Culinary Arts:** Student Edition (2007), by The Culinary Institute of America. ISBN: 9780131171404

### Career Clusters

This course is recommended for students interested in careers and job skills in the Food Production, Management and Services industry or related hospitality careers. Occupational areas related to the Food Production, Management and Services curriculum are included in the Hospitality and Tourism Cluster.

PROGRAM AREAS: Family & Consumer Sciences Education  
IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

EFFECTIVE DATE: June 2012  
PROGRAM TITLE: Food Production, Management, and Services  
ISEE CODE: 160523  
IDAHO CODE NUMBER: OF 0540

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### **I. MAJOR CONCEPTS/CONTENT:**

Food Production, Management and Services provides students with a foundation in professional food preparation with practical application in career opportunities, reinforced basic skills, food safety and sanitation, use of commercial equipment, industrial food preparation, business management, service techniques and employability skills. FCCLA (Family, Career and Community Leaders of America) leadership activities are an integral part of this course. Food Production, Management and Services may articulate to a culinary arts program at a postsecondary technical college.

### **II. WORK-BASED LEARNING ACTIVITIES:**

It is recommended that students be provided with a work environment for observation, volunteering or actual work experience depending on available opportunities.

### **III. FAMILY AND CONSUMER SCIENCES EDUCATION NATIONAL STANDARDS:**

*The following comprehensive standard was used as a guide to provide the structure for identifying what learners should be able to do.*

#### **8.0 FOOD PRODUCTION AND SERVICES**

*Integrate knowledge, skills, and practices required for careers in food production and services.*

### **IV. INTENDED OUTCOMES:**

After successfully completing this program, the student will be able to:

- 1.0 Explore career paths in Food Production, Management, and Services
- 2.0 Demonstrate safety and sanitation procedures in Food Production, Management, and Services
- 3.0 Demonstrate kitchen procedures for food production
- 4.0 Recognize food production equipment
- 5.0 Assess appropriate cooking methods and techniques for desired results
- 6.0 Prepare a variety of food products using appropriate procedures
- 7.0 Develop quality food service and management practices

## SCOPE AND SEQUENCE

### Food Production, Management, and Services

- (5%) I. [Explore Career Paths in Food Production, Management, and Services](#)
- A. Career Paths in the Food Production, Management and Services Industry
  - B. Impact of Food Production, Management and Services Occupations on the Economy
  - C. Professional Document Used in a Acquiring Employment
- (10%) II. [Demonstrate Safety and Sanitation Procedures for Food Production, Management, and Services](#)
- A. Pathogens Found in Food and Their Role in Causing Illness
  - B. Food Service Safety Regulations and Sanitation Procedures
  - C. Personal Safety and First Aid Procedures in a Food Production Environment
- (15%) III. [Demonstrate Kitchen Procedures for Food Production](#)
- A. Components and Functions of Standard Recipes
  - B. Effective “Mise En Place”
  - C. Basic Cooking Methods
  - D. Menu Layout and Design
- (15%) IV. [Recognize Food Production Equipment](#)
- A. Food Production Equipment
  - B. Commercial Cookware, Bakeware, and Utensils
  - C. Knives
- (20%) V. [Assess Appropriate Cooking Techniques for Desired Results](#)
- A. Techniques: *Bake, Baste, Blanch, Boil, Braise, Broil, Pan Fry, Poach, Roast, Sauté, Simmer, Steam, Stew, Stir Fry*
- (25%) VI. [Prepare a Variety of Food Products Using Appropriate Procedures](#)
- A. Meat, Seafood, and Poultry
  - B. Stocks, Soups, and Sauces
  - C. Grains and Starches
  - D. Vegetable Dishes
  - E. Fruit Dishes
  - F. Salads
  - G. Sandwiches, Canapés, Appetizers and Hors D’Oeuvres

- H. Baked Goods
- I. Dishes Using Dairy Products
- J. Eggs and Breakfast Foods
- K. Plate Presentation

(10%)

VII. **Develop Quality Food Service and Management Practices**

- A. Roles in Front- and Back-Of-House Operations
- B. Food Server Skills



<p style="text-align: center;"><b>CURRICULUM FRAMEWORK</b> <b>Food Production, Management and Services</b></p>
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**1.0 Content Standard: EXPLORE CAREER PATHS IN FOOD PRODUCTION, MANAGEMENT, AND SERVICES**

**1.01 Competency: EXPLORE CAREER PATHS IN THE FOOD PRODUCTION, MANAGEMENT, AND SERVICES INDUSTRY**

PERFORMANCE INDICATORS:

1. Explore careers in Food Production, Management, and Services
2. Explore entrepreneurial opportunities
3. Explore employment opportunities
4. Explore education and training required for careers in Food Production, Management, and Services
5. Describe transferable skills required for food service employment
6. Describe additional career paths open to individuals in the food service industry
7. List qualities of successful food service employees

**1.02 Competency: EXPLORE THE IMPACT OF THE FOOD PRODUCTION, MANAGEMENT, AND SERVICES OCCUPATIONS ON THE ECONOMY**

PERFORMANCE INDICATORS:

1. Describe the relationship of Food Production, Management and Services occupations to Hospitality-related industries
2. Explain the impact of the Food Production, Management and Services industry on the economy

**1.03 Competency: CREATE PROFESSIONAL DOCUMENTS USED IN ACQUIRING EMPLOYMENT**

PERFORMANCE INDICATORS:

1. Creates personal career development by identifying career interests, strengths, and opportunities
2. Identify opportunities for career development and certification requirements
3. Plan personal educational plans based on available courses and current career goals
4. Creates a cover letter, resume, and collects references that reflect personal skills, abilities, and interests

**2.0 Content Standard: DEMONSTRATE SAFETY AND SANITATION PROCEDURES IN FOOD PRODUCTION, MANAGEMENT, AND SERVICES**

**2.01 Competency: DEMONSTRATE KNOWLEDGE OF PATHOGENS FOUND IN FOOD AND THEIR ROLE IN CAUSING ILLNESS**

PERFORMANCE INDICATORS:

1. Explain the responsibilities of food production workers for the health and safety of the public
2. Identify the pathogens common to food products
3. Describe the physical and environmental conditions that allow food pathogens to exist
4. Relate common food pathogens to types of illnesses
5. Demonstrate food sanitation procedures for the flow of food
6. Compare types of storage in food service operations

**2.02 Competency: PRACTICE AND APPLY FOOD SERVICE SAFETY REGULATIONS AND SANITATION PROCEDURES**

PERFORMANCE INDICATORS:

1. Explain the consequences of working in an unsafe food production environment
2. Describe Hazard Analysis Critical Control Point (HACCP) procedures
3. Demonstrate appropriate courses of action regarding safety
4. Explain the difference between clean and sanitary
5. Explain consequences of inadequate sanitation procedures
6. Identify regulatory agencies that deal with food production sanitation
7. Explain food production sanitation requirements and procedures
8. Demonstrate proper hand washing procedures
9. Describe the responsibility of employees in sanitation compliance
10. Demonstrate food production hygiene procedures
11. Evaluate a food production environment

**2.03 Competency: DEMONSTRATE PERSONAL SAFETY AND FIRST AID PROCEDURES IN A FOOD PRODUCTION ENVIRONMENT**

PERFORMANCE INDICATORS:

1. List work-related accidents common to the food production industry
2. Describe hazards common in a food production environment
3. Demonstrate first aid procedures for burns, shock, cuts, and falls
4. Practice appropriate methods of organizing and maintaining a safe environment
5. Practice safety and first aid procedures
6. Describe procedures for reporting accidents

**3.0 Content Standard: DEMONSTRATE KITCHEN PROCEDURES FOR FOOD PRODUCTION**

**3.01 Competency: EXPLAIN THE COMPONENTS AND FUNCTIONS OF STANDARD RECIPES AND FORMULAS**

PERFORMANCE INDICATORS:

1. Define recipe, standard recipe, and formulas
2. Explain the importance of a standard recipe to produce consistent results
3. Describe the use of common liquid and dry measure tools
4. Demonstrate proper scaling and measurement techniques
5. Demonstrate a recipe using standard terminology and units of measurement
6. Convert recipes to yield smaller and larger quantities

**3.02 Competency: APPLY EFFECTIVE “MISE EN PLACE” THROUGH PRACTICE**

PERFORMANCE INDICATORS:

1. Explain what is meant by “mise en place”
2. Practice “mise en place” in lab setting

**3.03 Competency: EMPLOY A VARIETY OF BASIC COOKING METHODS**

PERFORMANCE INDICATORS:

1. Explain key cooking methods and terms
2. Practice dry-heat cooking methods and food uses
3. Practice moist-heat cooking methods and food uses
4. Practice combination cooking methods and food uses
5. Identify and practice use of common herbs and spices

**3.04 Competency: EXPLORE MENU LAYOUT AND DESIGN**

PERFORMANCE INDICATORS:

1. Identify menu-planning principles
2. Use computer-based menu systems
3. Design and peer evaluate menus

**4.0 Content Standard: RECOGNIZE FOOD PRODUCTION EQUIPMENT**

**4.01 Competency: IDENTIFY AND EXPLORE FOOD PRODUCTION EQUIPMENT**

PERFORMANCE INDICATORS:

1. Identify large and small equipment used in a food production facility
2. Relate the function of equipment to a cooking technique
3. Demonstrate safe operation and precautions for all classroom equipment

**4.02 Competency: IDENTIFY AND EXPLORE SELECTION, USE, AND CARE OF COMMERCIAL COOKWARE, BAKEWARE, AND UTENSILS**

PERFORMANCE INDICATORS:

1. Identify key cookware, bakeware, and utensils
2. Explain the uses of commercial cookware, bakeware, and utensils
3. Demonstrate use and care of cookware, bakeware, and utensils
4. Develop a criteria list for commercial cookware, bakeware, and utensils
5. Explain the considerations and procedures for cleaning and maintenance
6. Describe the importance of a well-organized production facility
7. Demonstrate techniques for storage of commercial equipment and tools

**4.03 Competency: DEMONSTRATE SELECTION, USE, AND CARE OF KNIVES**

PERFORMANCE INDICATORS:

1. Identify functions of a variety of knives
2. Explain knife quality criteria
3. Demonstrate proper knife skills
4. Demonstrate safety procedures for knife usage
5. Demonstrate care and maintenance of knives

**5.0 Content Standard: ASSESS APPROPRIATE COOKING TECHNIQUES FOR DESIRED RESULTS**

**5.01 Competency: PRACTICE THE ESTABLISHED COMPETENCIES FOR THE FOLLOWING COOKING TECHNIQUES**

<i>Bake</i>	<i>Broil</i>	<i>Simmer</i>
<i>Baste</i>	<i>Pan Fry</i>	<i>Steam</i>
<i>Blanch</i>	<i>Poach</i>	<i>Stew</i>
<i>Boil</i>	<i>Roast</i>	<i>Stir Fry</i>
<i>Braise</i>	<i>Sauté</i>	

**PERFORMANCE INDICATORS:**

1. Explain the consequences of improper cooking techniques
2. Categorize techniques as dry heat, moist heat, or combination
3. Demonstrate the listed cooking techniques

**6.0 Content Standard: PREPARE A VARIETY OF FOOD PRODUCTS USING APPROPRIATE PROCEDURES**

**6.01 Competency: PREPARE MEAT, SEAFOOD, AND POULTRY**

PERFORMANCE INDICATORS:

1. Explore cooking methods for different types of meat, seafood, and poultry
2. Select appropriate types of meat, seafood, and poultry to accommodate specific recipes
3. Prepare selected meats using appropriate cooking methods
4. Determine the minimum and optimum internal cooking temperature for different types of meat
5. Prepare selected meat dishes using safe food handling procedures, and proper cooking techniques

**6.02 Competency: PREPARE STOCKS, SOUPS, AND SAUCES**

PERFORMANCE INDICATORS:

1. Describe various stocks, soups, and stews
2. Identify typical ingredients used to prepare nutrient-rich soups and stews
3. Explain storage of soups and stews
4. Explain the principles of milk, vegetable, and starch cookery in soup
5. Define, explain and prepare mother sauces
6. Prepare stock-based and milk-based soups and sauces

**6.03 Competency: PREPARE GRAINS AND STARCHES**

PERFORMANCE INDICATORS:

1. Describe various kinds of grains and starches
2. Identify common ingredients used in preparing grains and starches
3. Explain ways to store grains and starches
4. Describe considerations for working with pasta
5. Prepare selected grain and starch dishes
6. Cook, store, and reheat a grain and/or starch dish

**6.04 Competency: PREPARE VEGETABLE DISHES**

PERFORMANCE INDICATORS:

1. Describe considerations for selection and the storage of vegetables
2. Describe how cooking affects vegetables
3. Describe and practice a variety of preparation methods for vegetables
4. Match and cook vegetables to appropriate cooking methods

**6.05 Competency: PREPARE FRUIT DISHES**

PERFORMANCE INDICATORS:

1. Describe considerations for selection and the storage of fruits
2. Describe how cooking affects fruits
3. Describe a variety of preparation methods for fruits
4. Match and cook fruits to appropriate cooking methods
5. Prepare a variety of fruits dishes

**6.06 Competency: PREPARE SALADS**

PERFORMANCE INDICATORS:

1. Identify types of salads
2. Describe various ingredients used in salads
3. Describe the characteristics of ingredients in dressings and dips
4. Prepare selected salad dressings and dips
5. Describe considerations for preparing, storing, and serving salads
6. Practice sanitation for salads

**6.07 Competency: PREPARE SANDWICHES**

PERFORMANCE INDICATORS:

1. Describe the characteristics of various types of hot and cold sandwiches
2. List necessary tools and equipment
3. Demonstrate procedures for preparing, wrapping, and storing cold sandwiches
4. Explain the characteristics of appetizers, canapés, and hors d'oeuvres
5. Describe considerations for serving sandwiches, canapés, appetizers, and hors d'oeuvres
6. Prepare selected sandwiches

**6.08 Competency: PREPARE BAKED GOODS**

PERFORMANCE INDICATORS:

1. Describe the types of baked goods
2. Describe the purposes of basic baking ingredients and flavorings
3. Describe the storage requirements for basic baking ingredients
4. Practice proper weight and measure techniques
5. Explain use of commercial bake shop equipment, as available
6. Identify equipment found in commercial bake shops
7. Prepare cookies, cakes, quick breads, yeast breads, and pastries
8. Describe standards of quality of products produced
9. Evaluate lack of product quality through science and math methods

**6.09 Competency: PREPARE DISHES USING DAIRY PRODUCTS**

PERFORMANCE INDICATORS:

1. Describe the characteristics of milk-products
2. Identify ways to keep dairy products safe
3. Identify a variety of milk-based products
4. Differentiate between butter and butter substitute and recognize the characteristics of each
5. Identify different types of cheese and give examples of each
6. Identify ways to select, prepare, serve and store milk-based products according to safe food practices

**6.10 Competency: PREPARE EGGS AND BREAKFAST FOODS**

PERFORMANCE INDICATORS:

1. Identify the characteristics of eggs
2. Identify a variety of cooking methods using eggs
3. Describe the various types of egg dishes
4. Describe various types of pancakes, crepes, waffles, and French toast.
5. Identify the various types of breakfast meats
6. Identify the various types of cereals and grains
7. Prepare select breakfast foods
8. Prepare breakfast beverages

**6.11 Competency: DEMONSTRATE PLATE PRESENTATION**

PERFORMANCE INDICATORS:

1. Identify basic principles to plate presentation
2. Identify techniques to add visual appeal



**7.0 Content Standard: DEVELOP QUALITY FOOD SERVICE AND MANAGEMENT PRACTICES**

**7.01 Competency: EXPLORE BASIC CONCEPTS OF CONTROLLING FOOD COST**

PERFORMANCE INDICATORS:

1. Define and identify basic food costing terminology
2. Read and understand various forms and reports that support food costing
3. Utilize computation skills in food cost calculations

**7.02 Competency: EXPLORE THE RESTAURANT ROLES IN BOTH FRONT- AND BACK-OF-HOUSE OPERATIONS**

PERFORMANCE INDICATORS:

1. Identify the back-of-house staff
2. Explain the job description of the back-of-house staff
3. Identify the front-of-house staff
4. Explain the job description of the front-of-house staff

**7.03 Competency: EXPLORE SKILLS AS A FOOD SERVER**

PERFORMANCE INDICATORS:

1. Explain the pros and cons of being a food server
2. Describe qualities of a good server
3. Explain types and methods of service
4. Develop basic techniques of table service
5. Practice taking, placing, and picking up orders
6. Explain sequence and time of service
7. Demonstrate side work and table settings